Overview
of Smarter Balanced System
Components

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Overview
A Balanced Assessment System – Math and ELA

A Balanced Assessment System

The Smarter Balanced Assessment Consortium is committed to ensuring that all students leave high school prepared for postsecondary success. A balanced assessment system — which includes the formative assessment process as well as interim and summative assessments — provides tools to improve teaching and learning. The formative assessment process is an essential component of a balanced assessment system.

Digital Library
Available Now
Resources to help teachers improve classroom-based assessment practices

Interim Assessments
Available Beginning Winter 2014-15
Optional online assessments to check student progress and help teachers plan and improve instruction

Summative Assessments
Available Spring 2015
Year-end assessments in math and English for grades 3-8 and 11 that use both computer adaptive testing and performance tasks

Use of data for teaching and learning

- Using student data to <u>plan forward</u> and make changes to instruction while there is still time to change the outcome
  Digital Library
  Interim Assessments

- Using student data to <u>look back</u>
  ISAT (Summative Assessment)

Two systems

Digital Library

- Teacher resources and lesson plan focused on attributes of Formative Assessment

- ART: Administration/ Registration System

- Indicate who will be the DL Coordinator for district
  https://www.surveymonkey.com/s/BJ68JFV

- SDE provisions Dist DL

- District provisions all other users.

Interim and Summative (ISAT) Assessments

- Delivery of assessments, reporting, etc.

- TIDE: Test Information Distribution System

- SDE provisioned district superintendents and DTCs

- District provisions all other Users

- SDE uploads student files

Digital Library

The Formative Assessment Process in classrooms

Video describing FA
https://www.youtube.com/watch?v=ccr8eT2Q98A&feature=youtu.be

Digital Library Log On
https://sso.smarterbalanced.org/auth/UI/Login

ART
art.smarterbalanced.org

Digital Library – (ART)

Assessments

Select Assessments
Select a test to download from the Test Spec Bank

Add/Modify Assessment Information
Add Assessment Windows, Opportunities, Delay Rules and Eligibility Rules

View Participation Reports
View summary and detailed reports of student testing status

Registration

Upload Institutions, User and Students
Upload files for institutions, personnel and students (including accommodations)

or

Create/Modify Institutions
Create or modify school, district and state information

Create/Modify Students
Create or modify student information including accommodation

Create/Modify User
Create or modify personnel information including roles

Upload Student ExplicitEligibility
Upload student explicit eligibility for assessments

or

Upload StudentGroups
Upload file that associates personnel with students

or

Create/Modify StudentGroups
Create or modify student group that associates personnel with students

Digital Library

Filters

Subjects ▼	Resource Type ▼	Module Type
Grades ▼	Intended End Users ▼	Geographic Settings
Attributes of the Formative Assessment Process ▼	Intended Student Populations ▼	Common Core State Standards
Media Types ▼	Educational Use ▼	

pplied Filters   ⊗ Clear All

RESOURCE TYPE

Instructional Resource ⊗

1896 Resources: Sort by: Highest Rated ▼   ☐ Posted with Distinction Only   ☰ List View

✓ **Posted with Distinction**   Hide ⌃

Performance Task: Explanatory Essay: Greek Mythology in Today's World

This resource is a Performance Task on its face. Students can use it as is in order to prepare for the SBAC performance task they will be

Open Ended Problems that Link Concept and Procedure
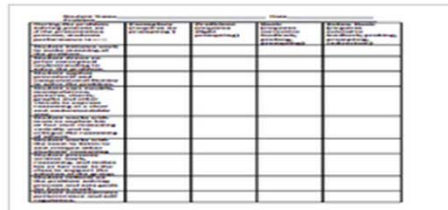
This resource covers all domains of K-5, but it could be used in older grades successfully. Students work in small groups of 2-4 with the

ISAT Portal
idaho.portal.airast.org

- All documents:
  - User Guides & Manuals
  - Classroom activities, Rubrics, Scoring Guides
  - Training Modules

- Access to Systems:
  - TIDE: Test Information Distribution Engine
  - TDS: Test Delivery System
  - ORS: Online Reporting System
  - THSS: Teacher Hand Scoring System

- Announcements, alerts, schedules, FAQs and the Idaho Help Desk IDHelpDesk@air.org 1-844-560-7365

Idaho Portal

Testing Options

- Training Tests
  - For TA to become familiar with administering the assessment
  - Supported web browser for TA Interface or Training site

- Practice Tests
  - For students
  - Practice Online testing and using test tools
  - Use supported or secure browser

- Interim Assessments
  - Generate data: for students and teachers, parents; identify strengths and limitations; progression toward meeting standards
  - Students take with secure browser; TA supported browser

- Summative Assessments
  - For students, teachers to identify mastery of the standards\
  - For state accountability
  - Students take with secure browser; TA supported browser

Idaho.portal.airast.org

TIDE
- Prepare for the testing
- Set up users, students, rosters

TDS
- Deliver the assessments

THSS
- Score responses   (Interim only)

ORS
- View data/access reports

Test Information Distribution System

(TIDE)
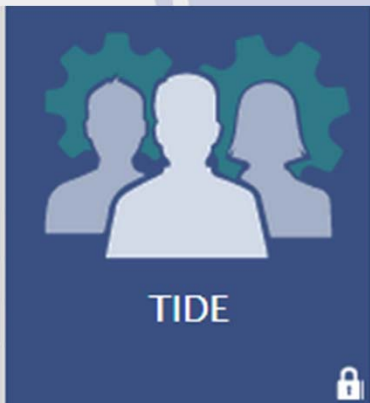
TIDE Training Materials

[Test Information and Distribution Engine (TIDE) User Guide](#) [PDF]

This user guide is designed to help users easily navigate the Test Information Distribution Engine (TIDE) system.

[Test Information Distribution Engine (TIDE) Module](#) [PPTX]

This module is designed to help navigate the Test Information Distribution Engine (TIDE) system. This training module includes examples of all features on TIDE.

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TIDE Test Information Distribution Engine

Adm

| Home | Manage Users | Student Information | Voice Pack | Rosters |

Home

You can perform the following tasks in TIDE, depending on your role: managing user accounts, managing student information, assessme managing orders for testing materials, managing rosters of students, and managing appeals.

For detailed instructions about using TIDE, see the *TIDE User Guide*, available by clicking **Help** in the banner.

Manage Users

Student Information

Voice Pack

Rosters

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STATE DEPARTMENT OF EDUCATION

TIDE Test Information
Distribution Engine

Adr

Home | Manage Users | Student Information | Voice Pack | Rosters

View/Edit Users | Add Users | Upload Users

Add Users

Use this page to add a user with a role below yours.

From **Role** select a role level. Next, make selections from the **District** and **School** lists (depending on the role you selected you may not see all of these lists). Make entries in the **Email Address**, **First Name**, **Last Name**, and (optionally) **Phone fields**. Click **Add User**.

Tip: You can add many users at once using an upload file. Click the **Upload Users** tab for more information.

* Role: - Select a role - ▼

* Email Address: [_____]

* First Name: [_____]

* Last Name: [_____]

Phone: [_____]

TA Certified?: -- Select a TA Certified? -- ▼

Add User

Test Delivery System (TDS)

TDS Training Materials

Test Administrator Interface Module[PPTX] | This module is designed to help Test Administrators understand the interface that will be used during online testing.

Student Interface Module [PPTX] | This module is designed to help Test Coordinators and Test Administrators understand the interface students will use to take the online assessments.

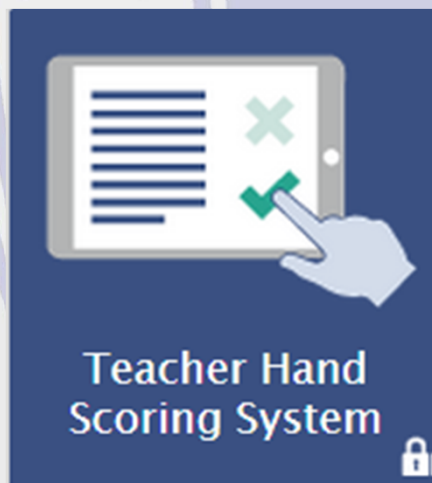Test Administrator User Guide [PDF] | This user guide is designed to help users navigate the Test Delivery System (TDS) including the Student Interface and the Test Administrator Interface, and help support Test Administrators manage and administer testing for students participating in the ISAT tests.

Teacher Hand Scoring System (THSS)

INTERIM ASSESSMENTS

THSS Training Materials

[Teacher Hand Scoring System User Guide](#) [DOCX]Updated January 16, 2015	This user guide supports Scorers and Score Managers using the Teacher Hand Scoring System (THSS) manage and score test responses that require human scoring for the optional Idaho Interim Assessments.
[Teacher Hand Scoring System Module](#)[PPTX]Updated January 16, 2015	This presentation is designed to introduce you to the Teacher Hand Scoring System for the Interim Assessments from Smarter Balanced.

Home Page

Online Reporting System

(ORS)

ORS Training Materials

Test Administration Resources

[Online Reporting System (ORS) User Guide](#) [DOCX]	This user guide provides information about all ORS's features, including instructions for viewing score reports, test management resources, creating and editing rosters, and searching for students.
[Online Reporting System Module](#)[PPTX]Updated January 8, 2015	This module is designed to help navigate the Online Reporting System (ORS). This training module includes examples of all features on ORS.

Score Reporting

Legend: Claims Performance Categories
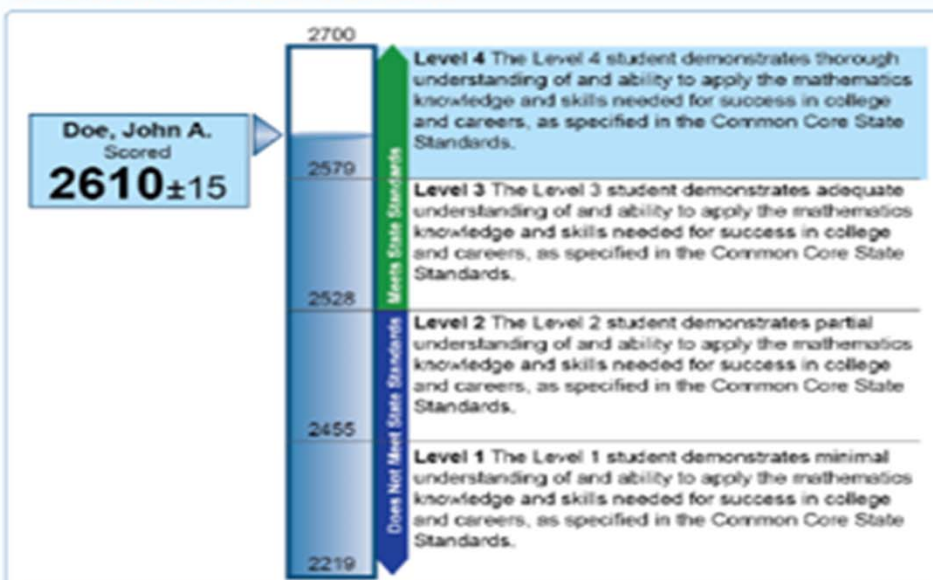
⚠ Below Standard   ⊖ At/Near Standard   ✓ Above Standard

Student Test Performance

Name	SSID	Scale Score	Achievement Level
Doe, John A. 🔍	056218172	2610 ±15	Level 4

Scale Score and Overall Performance

Doe, John A. Scored **2610** ±15

2700

Level 4 The Level 4 student demonstrates thorough understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

2579

Level 3 The Level 3 student demonstrates adequate understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

2528

Meets State Standards

Level 2 The Level 2 student demonstrates partial understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

2455

Does Not Meet State Standards

Level 1 The Level 1 student demonstrates minimal understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

2219

Comparison Scores

Name	Average Scale Score
State	2540 ±5
Demo District (001) 🔍	2535 ±5
Demo School (001-01) 🔍	2540 ±5

Student Performance on Claims

Claim	Performance	Claims Description
Concepts & Procedures	✓	Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
Problem Solving and Modeling & Data Analysis	✓	Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.
Communicating Reasoning	✓	Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Score Reporting

Claims and Targets

Class Performance on Each Target for the Mathematics Test

What are my class's relative strengths and weaknesses in the Mathematics targets?

Test: Smarter Summative Mathematics Grade 5
Year: 2014-2015
Name: Demo Class A

Legend: Strength and Weakness Indicator

➕ Better than performance on the test as a whole   ▬ Similar to performance on the test as a whole

➖ Worse than performance on the test as a whole   ★ Insufficient Information

Performance on Each Target
Smarter Summative Mathematics Grade 5 Test for Students in Demo Class A

Target	Performance
Concepts & Procedures	
Understand the place-value system.	➕
Perform operations with multi-digit whole numbers and with decimals to hundredths.	➕
Use equivalent fractions as a strategy to add and subtract fractions.	▬
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	➖
Geometric measurement: understand concepts of volume and relate volume to multiplication and addition.	➖
Write and interpret numerical expressions.	▬
Analyze patterns and relationships.	➕
Convert like measurement units within a given measurement system.	➖
Represent and interpret data.	➕
Graph points on the coordinate plane to solve real-world and mathematical problems.	▬
Classify two-dimensional figures into categories based on their properties.	➖
Problem Solving and Modeling Data & Analysis	
Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	➕
Select and use appropriate tools strategically.	▬
Interpret results in the context of a situation.	➖

Comparison Scores

Name	Average Scale Score
State	2540 ±5
Demo District (001) 🔍	2535 ±5
Demo School (001-01) 🔍	2540 ±5
Demo Teacher 🔍	2450 ±5
Demo Class A 🔍	2550 ±5

Score Reporting- IAB Report

Percentage in Each Block Performance Level
Smarter Interim Assessment Blocks Mathematics Grade 5 Test for Students in Demo District

Breakdown By: **ALL** ▾   Test Event: **ALL** ▾   GO   Comparison: ON

Name	Number of Students Tested at Least One Block	Blocks	Number of Students Tested	Percentage in Each Block Performance Level
State	225,500	**Mathematics**		
		Operations and Algebraic Thinking	200,000	14 16 70
		Numbers and Operations in Base 10	210,000	12 18 70
		Fractions	190,500	16 14 70
		Geometry	185,900	14 16 70
		Measurement and Data	178,800	12 18 70
		Mathematics Performance Task	190,700	16 14 70
Demo District (001) 🔍	5,585	**Mathematics**		
		Operations and Algebraic Thinking	5,000	8 24 68
		Numbers and Operations in Base 10	5,200	11 21 68
		Fractions	5,500	5 27 68
		Geometry	4,900	8 24 68
		Measurement and Data	4,800	11 21 68
		Mathematics Performance Task	4,700	5 27 68
Demo School 1 (001-01) 🔍	500	**Mathematics**		
		Operations and Algebraic Thinking	500	11 19 70
		Numbers and Operations in Base 10	460	10 20 70
		Fractions	450	12 18 70
		Geometry	490	11 19 70
		Measurement and Data	480	10 20 70
		Mathematics Performance Task	300	12 18 70

What are CLAIMS and ASSESSMENT TARGETS?

Conceptual Framework

- **Claims**

  -Broad statements of the assessment system's learning outcomes, each of which requires evidence

- **Assessment Targets = Evidence**

  -Targets articulate the types of data/observations that will support interpretations of competence toward achievement of the claims.

- **Interpretations** are spelled out in the Achievement Level Descriptors.

Conceptual Framework

We claim ...(Claim language) is true if we see the following evidence (Assessment Target language) at a certain level of proficiency (Achievement Level Descriptors.)

ELA/Literacy Claims

Overall Claim for Grades 3–8
"Students can demonstrate progress toward college and career readiness in English language arts and literacy."

Overall Claim for Grade 11
"Students can demonstrate college and career readiness in English language arts and literacy."

Claim #1	**Reading** "Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts."
Claim #2	**Writing** "Students can produce effective and well-grounded writing for a range of purposes and audiences."
Claim #3	**Speaking and Listening** "Students can employ effective speaking and listening skills for a range of purposes and audiences."
Claim #4	**Research / Inquiry** "Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information."

Math Claims

Claim #1	**Concepts & Procedures** "Students can **explain and apply** mathematical **concepts** and **interpret and carry out** mathematical **procedures** with **precision** and **fluency**."
Claim #2	**Problem Solving** "Students can solve a range of complex well-posed problems in pure and applied mathematics, making **productive use of knowledge** and **problem solving strategies**."
Claim #3	**Communicating Reasoning** "Students can clearly and precisely **construct viable arguments** to **support** their own reasoning and to **critique** the reasoning of others."
Claim #4	**Modeling and Data Analysis** "Students can **analyze** complex, real-world scenarios and can **construct** and **use mathematical models** to interpret and solve problems."

CLAIM 1 – Grade 3:
Content Categories, Assessment Targets, and Standards

Claim 1: Concepts & Procedures

Operations & Algebraic Thinking

Target D: Solve problems involving the four operations, and identify and explain patterns in arithmetic

3.OA.8

Number & Operations - Base Ten

Target E: Use place value understanding and properties of operations to perform multi-digit arithmetic.

3.NBT.1

3.NBT.2

3.NBT.3
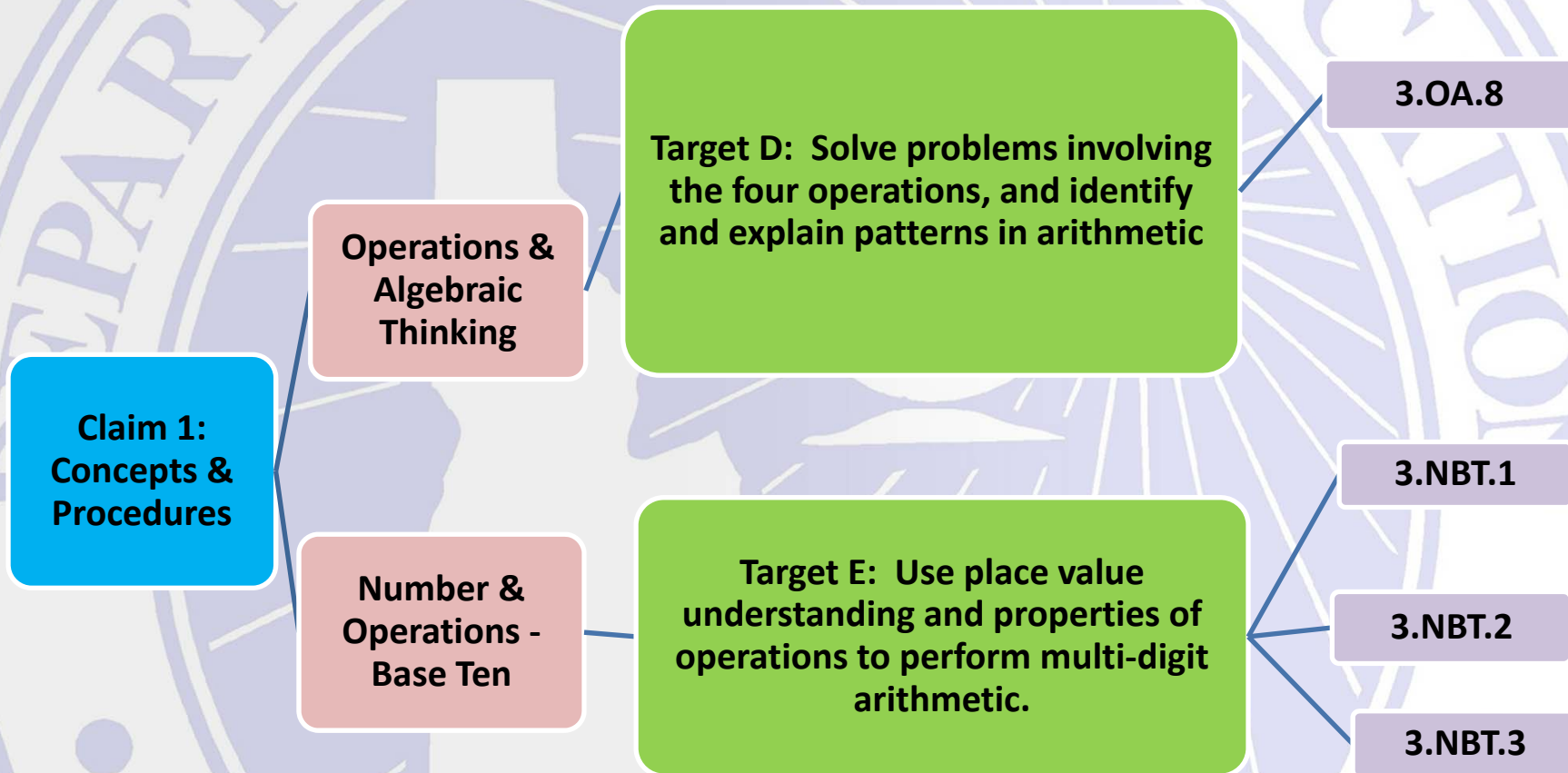
Relationship between the Core Standards & the Content Specifications

CCSS, p. 23

Content Specs, p. 30

Domain = Content Category

Cluster Heading 1 = Target A

Standards = Evidence

Cluster Heading 2 = Target B

The Test Reflects the Standards

- **Content Specifications** create a bridge between standards, assessment, and instruction

- **Item/Task Specifications** translate the Content Specs into actual items that provide evidence of learning

http://www.smarterbalanced.org/smarter-balanced-assessments/

District Share-Out

Coeur D'Alene ~ Mike Nelson
Lakeland ~ Georgeanne Griffith

District Share-Out

Weiser ~ Dave Davies
Wilder ~ Jeff Dillon & Tonya Wheeler

District Share-Out

Marsh Valley ~ Nancy Dalley & Sharon Gillman

Contact Information:

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Idaho Help Desk

844-560-7365 IDHelpDesk@air.org